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ABSTRACT

The problems encountered by undergraduate women and minority students at Indiana University were identified to determine whether the difficulties were perceived as race or sex discrimination. Questionnaire responses were obtained from students in the departments of Afro-American Studies (100) and Chicano Studies (42) and in a general cross-section of classes in various departments (232). Nineteen responses from the Women's Studies program were combined with the general cross-section group. The two problems reported most frequently by all groups were obtaining good advice about courses/programs and obtaining adequate financial aid. Academic problems such as inadequate preparation in basic skills and maintaining a satisfactory grade point average were significantly more troublesome for minority students than nonminority students. The minority students also experienced more serious nonacademic problems, such as the perceived hostile attitudes from other students, finding satisfactory social outlets, and the lack of success models of their race on campus. The minority students were more likely to attribute nonacademic than academic problems to racial discrimination; however, relatively small numbers perceived any problems as race-related. Minority women felt that their problems were significantly more serious than nonminority women, and these were more likely to be related to racism than sexism. The women respondents wanted to see more female role models on campus and felt that problems such as their inadequate preparation in mathematics and the lack of encouragement from advisors to pursue nontraditional careers may be forms of sex discrimination. (SW)

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PROBLEMS ENCOUNTERED BY WOMEN AND MINORITY STUDENTS AT INDIANA UNIVERSITY

Lucy Cheser Jacobs

INDIANA STUDIES IN HIGHER EDUCATION

NUMBER FORTY-SIX

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Abstract

The purpose of this study was to identify the problems encountered by undergraduate women and minority students at Indiana University and to ascertain if these problems were perceived as race or sex discrimination. Questionnaires were distributed to students in the departments of Afro-American and Chicano Studies and in a general cross-section of classes in various departments.

The two problems reported most frequently by all groups were obtaining good advice about courses/programs and obtaining adequate financial aid. Minority students report more serious academic and nonacademic problems than do non-minority students. The minority students are more likely to perceive racial discrimination in their nonacademic problems.

Women would like to see more female role models on campus. Women feel that problems such as their inadequate preparation in mathematics and the lack of encouragement from advisors to pursue non-traditional careers may be forms of sex discrimination.

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Introduction

Since the late 1960's a national effort has been directed at providing increased access to higher education for ethnic and racial minorities. At Indiana University special recruitment programs and admission procedures have facilitated the entrance of greater numbers of minority students.

Enrollment in college, however, does not remove the disparities among students of various racial and ethnic backgrounds. In spite of the University's efforts to serve the special needs and interests of minority students, they may still face many problems that place them at a relative disadvantage. The purpose of this study was to identify the problems that minorities face at Indiana University. A second aspect of the study focused on identifying the problems encountered by women students on campus. For both women and minorities, an attempt was made to determine if the problems were perceived by students as instances of race or sex discrimination. Information was also gathered on the extent to which students are familiar with and/or use the campus advocacy system.

Methodology

At the request of the campus Affirmative Action Office, the Bureau of Evaluative Studies and Testing developed a questionnaire designed to identify the problems encountered by undergraduate women and minority students at Indiana University. The survey also sought to determine whether the students perceived these problems as being related to their sex or race. A copy of the questionnaire is available upon request.

The questionnaires were given to professors who were willing to distribute and collect the completed forms. In order to reach groups of predominantly minority students, the questionnaires were sent to the departments of Afro-American Studies and to Chicano Studies for distribution in their classes. Questionnaires were also sent to Women's Studies and to a general cross-section of undergraduate classes in education, health and physical education, sociology, and geography. Of the 395 questionnaires returned to the Bureau, 232 (59%) were from the general cross-section of classes, 100 (25%) were from Afro-American Studies, and 42 (11%) were from Chicano Studies. Too few were returned from Women's Studies to justify a separate group analysis, so these were included in the general cross-section to make that group equal 253. The responses were tabulated for the total group as well as separately for students from the three major groups: Afro-American Studies, Chicano Studies, and the general cross-section of classes.

Results

The three groups were first compared on a number of biographic variables. Table 1 summarizes these data. Considerably more females than males were represented in the Afro-American and the General cross-section groups. The majority of the students in all the groups were freshmen or sophomores who were enrolled in either the University Division or Arts and Sciences.

Table 1. Percentages in each of the student groups on the biographic variables.

Biographic Variable	Blacks N=100	Hispanics N=42	Cross Section N=253
Sex - Female	59	48	76
Male	41	52	24
Age - 18-19	33	38	22
20-21	47	38	46
22-23	8	14	17
24 and up	12	10	15
Ethnic Origin			
American Indian/Alaskan	0	0	2
Asian/Pacific Islander	1	0	0.4
Black/Afro-American	93	2	4
Caucasian/White	4	10	92
Hispanic	0	83	0.4
Other	2	5	1
Class Level			
Freshman	50	45	29
Sophomore	30	31	28
Junior	10	19	23
Senior	7	2	15
Graduate/Professional	3	2	5
Place of Residence			
University residence hall	83	76	53
Sorority/Fraternity	0	0	10
Apt. or house in town	8	17	27
Parents home in town	1	0	4
University married housing	6	7	2
Commute from out-of-town	0	0	2
Other	2	0	0.4
Marital Status			
Single	93	95	93
Married	7	5	7
Children - Yes	6	2	7
No	94	98	93
School - University Division	66	55	24
Arts and Sciences	13	31	18
Business	6	2	4
Education	2	2	17
HPER	3	0	15
Journalism	0	0	1
Music	4	2	17
Nursing	0	0	0.4
SPEA	3	2	0.4
Other	2	5	2
Entered University through Special Service Programs			
Yes	44	43	5
No	56	57	95

More than 90 percent of the students were single and the majority lived in University residence halls. As would be expected, the students from Afro-American Studies were predominantly black, those from Chicano Studies were predominantly Hispanic, and the general cross-section was composed mainly of Caucasians. Hereafter the three groups will be referred to as blacks, Hispanics, and the nonminority or general cross-section.

The students were asked to indicate the problems they had encountered at Indiana University and the degree of seriousness of those problems. Table 2 shows the percentage of students in the three groups who chose each response category from 1 ("not at all a problem") to 5 ("very much a problem") for each of 27 problems. Although no precise scaling was assumed, numerical values from 1 to 5 were assigned to the response categories and a mean calculated for each problem. The means roughly indicate the average degree of seriousness of the problems for the students.

Table 2 shows that there are certain problems which are common to all the students. A problem which had a total mean of 2.00 or greater was arbitrarily judged to be one of concern to all students. Only six of the 27 problems had a total mean of 2.00 or greater. The single most serious problem indicated by all the students was "obtaining good advice about courses and programs" (item 12). Obtaining good advice was indicated as a problem of some magnitude by 63 percent of all the respondents. More than 25 percent of the total group placed this problem in the two highest categories (4 or 5 on the scale) indicating a problem of concern. A slightly higher percentage of the minority students than the nonminority reported this as "very much" of a problem. The next most serious problem for all the students was "obtaining adequate financial aid" (item 2). Fifty-four percent of the total group indicated that this was a problem of at least some magnitude. Again, more than 25 percent placed this problem in the two highest categories of seriousness. Financial aid was somewhat more serious for the minority students, but the difference was not significant. Other problems reported by all of the students were "finding a job" (item 3), "being adequately prepared in mathematics" (item 8), and "feeling uncomfortable to ask professors for help" (item 15).

The next step was directed toward identifying those problems on which the three groups showed significant differences. Chi square was used to test the significance of the observed differences. Eleven problems, both academic and nonacademic in nature, were indicated as being more serious by a significantly greater number of the minority students. One of the more serious academic problems for the minority students was "maintaining a satisfactory GPA" (item 5). This problem was somewhat more serious for blacks. Twenty-three percent of the blacks weighted this problem in the two highest categories compared with 12 percent of the Hispanics, and 8 percent of the general cross-section. Both the blacks and the Hispanic students reported that "feeling out of place in classes because of professor's attitude" (item 17) was very much a problem for them. Nineteen percent in each of the minority groups gave this problem a weight of four or five on the scale. Other academic problems were in the area of the basic skills. A higher percentage of the minority students reported that "having reading and writing skills adequate for course requirements" (items 6 and 7) was very much a problem for them. "Being accepted into the major area of my choice" (item 11) was also reported by a significantly greater number of minority students than by the predominantly nonminority group.

Table 2. Percentages in problem response categories for each group of students.

PROBLEM		Not at All 1	2	3	4	Very Much 5	Problem Mean
1. Being admitted to the University	Blacks (N=100)	73	10	9	5	3	1.55
	Hispanics (N=42)	83	7	7	2	0	1.29
	General Cross-Section (N=253)	88	4	6	0	2	1.25
	TOTAL (N=395)	84	6	7	2	2	1.33
2. Obtaining adequate financial aid	Blacks	38	14	20	7	21	2.59
	Hispanics	40	17	19	10	14	2.40
	General Cross-Section	49	10	13	13	15	2.34
	TOTAL	46	12	15	11	16	2.41
3. Finding a job	Blacks	51	10	20	6	13	2.20
	Hispanics	50	14	12	10	14	2.24
	General Cross-Section	61	9	15	5	10	1.94
	TOTAL	57	10	16	6	11	2.04
4. Having satisfactory housing arrangements	Blacks	63	16	10	4	7	1.76
	Hispanics	69	17	5	2	7	1.62
	General Cross-Section	77	8	7	4	4	1.51
	TOTAL	72	11	8	4	5	1.59
* 5. Maintaining a satisfactory GPA	Blacks	31	25	21	15	8	2.44
	Hispanics	40	24	24	5	7	2.14
	General Cross-Section	53	22	16	4	4	1.83
	TOTAL	46	23	18	7	5	2.02
* 6. Having reading skills adequate for course requirements	Blacks	56	18	15	8	3	1.84
	Hispanics	55	24	14	5	2	1.76
	General Cross-Section	76	11	8	3	3	1.45
	TOTAL	69	14	10	4	3	1.58
* 7. Having writing skills adequate for course requirements	Blacks	47	23	18	8	4	1.99
	Hispanics	31	31	24	12	2	2.24
	General Cross-Section	70	12	12	4	2	1.58
	TOTAL	60	17	14	6	3	1.75
8. Being adequately prepared in Mathematics	Blacks	42	20	17	9	12	2.29
	Hispanics	31	29	24	5	12	2.38
	General Cross-Section	61	13	12	5	9	1.89
	TOTAL	53	17	14	6	10	2.04
9. Feeling isolated from other students in University housing	Blacks	62	14	10	5	9	1.85
	Hispanics	40	29	12	9	10	2.19
	General Cross-Section	72	11	7	6	4	1.58
	TOTAL	66	13	8	6	6	1.71
*10. Finding satisfactory social/recreational outlets	Blacks	50	17	14	11	8	2.10
	Hispanics	55	21	14	2	7	1.86
	General Cross-Section	71	13	8	5	4	1.58
	TOTAL	64	15	10	6	5	1.74
*11. Being accepted into the major area of my choice	Blacks	60	14	15	7	4	1.81
	Hispanics	67	12	14	2	5	1.67
	General Cross-Section	77	12	6	3	2	1.43
	TOTAL	71	12	9	4	3	1.55
12. Obtaining good advice about courses/program	Blacks	33	17	20	19	11	2.77
	Hispanics	26	29	17	19	10	2.57
	General Cross-Section	40	16	18	14	12	2.42
	TOTAL	37	18	18	16	11	2.47
*13. Receiving encouragement to pursue a non-traditional career	Blacks	53	14	10	11	12	2.15
	Hispanics	48	17	21	12	2	2.05
	General Cross-Section	67	8	12	6	7	1.77
	TOTAL	61	11	13	8	8	1.90
14. Feeling accepted by my advisor	Blacks	56	15	9	8	12	2.05
	Hispanics	50	29	7	7	7	1.93
	General Cross-Section	64	10	11	6	7	1.83
	TOTAL	61	13	10	8	8	1.83
15. Feeling uncomfortable to ask professors for help	Blacks	46	16	20	9	9	2.19
	Hispanics	50	19	19	7	5	1.98
	General Cross-Section	51	19	19	8	4	1.96
	TOTAL	49	18	19	8	5	2.01
16. Having no access to tutors or other sources of help for my academic problems	Blacks	63	14	13	4	6	1.76
	Hispanics	55	24	12	2	7	1.83
	General Cross-Section	74	12	7	4	3	1.50
	TOTAL	69	14	9	4	4	1.60
*17. Feeling out of place in classes because of professor's attitude	Blacks	49	16	16	10	9	2.14
	Hispanics	60	17	5	12	7	1.90
	General Cross-Section	59	19	11	7	4	1.79
	TOTAL	56	18	12	8	6	1.89
*18. Perceiving hostile attitudes from other students in class or in other campus activities	Blacks	46	21	15	8	10	2.15
	Hispanics	48	17	21	7	7	2.10
	General Cross-Section	72	13	10	2	4	1.53
	TOTAL	63	15	12	4	6	1.75
19. Feeling excluded from University-sponsored activities	Blacks	54	21	11	4	10	1.98
	Hispanics	64	17	12	5	2	1.64
	General Cross-Section	74	13	6	3	5	1.51
	TOTAL	68	15	8	3	6	1.66
20. Encountering sexual harassment by professors or other instructors	Blacks	85	10	5	0	0	1.20
	Hispanics	93	5	0	2	0	1.12
	General Cross-Section	85	8	4	1	2	1.28
	TOTAL	86	8	4	1	1	1.24

Table 2 continued

PROBLEM*		Not at All 1	2	3	4	Very Much 5	Problem Mean
21. Encountering sexual harassment on job	Blacks	92	3	3	2	0	1.15
	Hispanics	91	7	0	2	0	1.14
	General Cross-Section	89	4	2	2	2	1.23
	TOTAL	90	4	2	2	2	1.20
22. Encountering other forms of job discrimination	Blacks	78	7	6	4	5	1.51
	Hispanics	71	12	12	2	2	1.52
	General Cross Section	83	6	4	4	3	1.37
	TOTAL	81	7	5	4	4	1.42
23. Lack of opportunity to take courses in Afro-American or Latino Studies	Blacks	86	7	2	0	5	1.31
	Hispanics	79	10	7	2	2	1.40
	General Cross-Section	91	2	4	2	2	1.22
	TOTAL	88	4	4	2	2	1.26
24. Lack of opportunity to take courses in Women's Studies	Blacks	84	7	3	5	1	1.32
	Hispanics	83	10	2	0	5	1.33
	General Cross-Section	88	3	5	2	2	1.26
	TOTAL	87	5	4	2	2	1.29
*25. Lack of success model of my race or sex on campus	Blacks	51	11	11	9	18	2.32
	Hispanics	43	17	12	14	14	2.40
	General Cross-Section	82	4	4	2	8	1.50
	TOTAL	70	7	7	5	11	1.80
*26. Having advisors of another race	Blacks	60	6	9	4	21	2.20
	Hispanics	52	14	17	2	14	2.12
	General Cross-Section	88	3	4	1	4	1.30
	TOTAL	77	5	7	2	9	1.61
*27. Having advisors of the opposite sex	Blacks	72	8	10	3	7	1.65
	Hispanics	79	7	7	0	7	1.50
	General Cross-Section	89	3	4	2	3	1.28
	TOTAL	83	5	5	2	5	1.39

1=Not at all, 2=Slightly, 3=Some, 4=Much, 5=Very much.
*Significant at the .05 level.

Several important problems experienced by the minority students had to do with academic advising. A significantly greater number of minority than nonminority students reported "receiving encouragement to pursue a non-traditional career" (item 13), "having advisors of another race" (item 26) and "having advisors of the opposite sex" (item 27) as problems they had encountered at Indiana University.

The minority students also experienced some significant non-academic problems. One of the most serious of these was the "lack of significant persons of my race on campus who serve as success models for me" (item 25). Approximately half of the minority students perceived this as a problem with more than 25 percent placing it in the two highest categories. The corresponding proportion for the non-minority cross-section was only 10 percent. A significantly higher percentage of the students in the two minority groups reported that they "perceived hostile attitudes from other students in class and in campus activities" (item 18). More than 50 percent within each minority group indicated this was a problem with 18 percent of the blacks and 14 percent of the Hispanic students placing it in the two highest categories of seriousness. Seventy-two percent of the students in the general cross-section reported that item 18 was "not at all a problem" for them. "Finding satisfactory social/recreational outlets" (item 10) was another problem for the minority students. The blacks perceived this as a somewhat more serious problem with 19 percent placing it in the two highest categories on the scale.

Although not showing significant differences, two other problems appeared to be of concern to single groups. A mean of 2.19 indicates that "feeling isolated from other students in University housing" (item 9) was somewhat of a problem for Hispanics. Sixty percent of

Table 3. Distribution of weightings by student groups on extent to which students' problems are attributed to their race (percentages).

PROBLEM	Student Group	Slightly or Not at All	Somewhat	Very Much
2. Obtaining adequate financial aid	Blacks	81	8	11
	Hispanics	79	12	9
	General cross section	89	4	7
* 3. Finding a job	Blacks	77	8	15
	Hispanics	76	12	12
	General cross section	96	1	3
* 5. Maintaining a satisfactory GPA	Blacks	81	10	9
	Hispanics	83	10	7
	General cross section	98	1	1
* 6. Having reading skills adequate for course requirements	Blacks	85	8	7
	Hispanics	76	14	10
	General cross section	98	1	1
* 7. Having writing skills adequate for course requirements	Blacks	83	8	9
	Hispanics	74	17	10
	General cross section	98	2	0
* 8. Being adequately prepared in basic mathematical skills	Blacks	85	7	8
	Hispanics	83	14	2
	General cross section	98	1	1
*10. Finding satisfactory social/recreational outlets	Blacks	78	8	14
	Hispanics	79	12	10
	General cross section	98	1	1
*11. Being accepted into the Upper Division major area of my choice	Blacks	84	7	9
	Hispanics	83	10	7
	General cross section	98	0	2
*12. Obtaining good advice about courses/programs	Blacks	74	6	20
	Hispanics	81	5	14
	General cross section	97	2	2
*13. Receiving encouragement from advisor to pursue a non-traditional career of my choice (e.g., men in nursing; women in physics)	Blacks	83	4	13
	Hispanics	83	10	7
	General cross section	98	1	1
15. Feeling uncomfortable to ask my professor for help	Blacks	73	18	9
	Hispanics	93	7	10
	General cross section	97	1	2
*17. Feeling out of place in classes because of professor's attitude	Blacks	70	9	21
	Hispanics	74	7	19
	General cross section	96	2	1
18. Perceiving hostile attitudes from other students in class or in other campus activities	Blacks	66	11	23
	Hispanics	55	24	21
	General cross section	95	3	2
25. Lack of significant persons of my sex or race on campus who serve as success models for me	Blacks	67	7	26
	Hispanics	67	12	21
	General cross section	96	1	3
26. Having advisors of another race	Blacks	69	8	23
	Hispanics	69	17	14
	General cross section	96	1	3
27. Having advisors of the opposite sex	Blacks	84	8	8
	Hispanics	90	0	10
	General cross section	98	1	1

*Significant at the .05 level.

the Hispanic students had experienced this problem to some extent whereas only 38 percent of blacks indicated this as a problem. Nineteen percent of the Hispanics placed this problem in the two highest categories of seriousness.

The blacks reported item 14 ("feeling accepted by my advisor") as a problem (mean=2.05). Twenty percent of the blacks considered this very much of a problem compared with 14 percent of the Hispanic students.

The next analysis focused on determining the extent to which the students believed the problems they experienced at the University were related to their race. That is, the question concerned whether the students perceived their problems as instances of race discrimination. Table 3 summarizes the responses of the three groups to only the problems previously identified as the most serious. For this analysis, the five response categories were collapsed into three. The first category was a combination of the original two categories and indicated that the problem was perceived as very slightly or not at all due to race; category 2 indicated that the problem was believed to be somewhat or moderately due to race; category 3 was a combination of the responses in the original two highest categories and indicated that the problem was perceived as being very much due to their race.

Predictably there was a significant difference in the extent to which the three groups attributed the problems to race. Examining the responses to each item, one can see that a greater percentage of minority than nonminority students believed their problems were "very much" related to their race. However, when the responses within each of the minority groups for the different problems are examined, it can be seen that relatively small percentages of the minority students seriously attribute their problems to race. On only five of the 15 most serious problems did more than 20 percent of the blacks indicate that the problems were "very much" due to their race. The highest percentage (26%) perceived racial discrimination on problem 25, "lack of role models of my race on campus." On seven of the problems fewer than 10 percent of the blacks indicated that the problems were "very much" due to race. The blacks, however, were somewhat more likely than the Hispanics to attribute their problems to race discrimination. Only two problems were perceived by more than 20 percent of the Hispanics as being "very much" due to their race. These were problem 25 (lack of role models) and problem 18 (perceiving hostile attitudes from other students). The latter was perceived by 21 percent of the Hispanics and 23 percent of the blacks as "very much" due to their race.

Other problems in which race appears to be involved most prominently are "feeling out of place because of professor's attitude" (item 17) and "having advisors of another race" (item 26). Here twenty percent of the blacks and 14 percent of the Hispanics relate the problem of "obtaining good advice about courses/programs" (item 12) to their race. The minority students also may perceive discrimination in "obtaining a job" (item 3). More than 20 percent within each group feel this problem is "somewhat" to "very much" due to their race.

SUMMARY. Relatively few of the minority students perceive their problems as being significantly related to their race. Discrimination was most likely to be perceived in the lack of role models and advisors of their race on campus and in the hostile attitudes of nonminority students.

Table 4. Percentages of males and females in the GENERAL CROSS-SECTION of students who chose each response category on problems. [N=253: Female=191, Male=62]

	Problem	Sex	Slightly or Not at All	Somewhat	Very Much	Mean
1	Being admitted to the University	F	92	5	3	1.25
		M	89	10	1	1.27
2	Obtaining adequate financial aid	F	61	12	27	2.29
		M	53	16	31	2.48
3	Finding a job	F	70	15	15	1.96
		M	71	16	13	1.89
4	Satisfactory housing arrangements	F	84	6	9	1.53
		M	85	10	5	1.47
5	Maintaining a satisfactory GPA	F	78	14	8	1.80
		M	66	24	10	1.94
* 6	Having reading skills adequate for course requirements	F	90	5	5	1.37
		M	77	15	8	1.71
7	Having writing skills adequate for course requirements	F	85	9	6	1.49
		M	73	18	9	1.85
* 8	Being adequately prepared in basic mathematical skills	F	73	10	17	1.95
		M	76	18	6	1.69
9	Feeling isolated from other students in dorm or other University housing	F	83	6	11	1.60
		M	84	10	6	1.53
10	Finding satisfactory social/ recreational outlets	F	81	9	10	1.65
		M	90	5	5	1.37
11	Being accepted into Upper Division major area of my choice	F	88	6	5	1.40
		M	87	7	6	1.52
12	Obtaining good advice about courses/programs	F	55	18	27	2.44
		M	61	16	23	2.32
13	Receiving encouragement from advisor to pursue a non-traditional career of my choice	F	75	12	13	1.28
		M	76	13	11	1.20
14	Feeling accepted by my advisor	F	74	11	15	1.28
		M	74	11	15	1.90
15	Feeling uncomfortable to ask my professor for help	F	69	19	12	1.94
		M	69	18	13	2.00
16	Having no access to tutors or other sources of help for academic problems	F	87	6	6	1.44
		M	80	10	10	1.69
17	Feeling out of place in classes because of professor's attitude	F	79	10	11	1.78
		M	74	13	13	1.82
18	Perceiving hostile attitudes from other students in class or in other campus activities	F	85	9	6	1.51
		M	82	13	5	1.61
19	Feeling excluded from University sponsored activities	F	85	6	9	1.56
		M	90	5	5	1.44

Table 4 continued

Problem	Sex	Slightly or Not at All	Somewhat	Very Much	Mean
20 Encountering sexual harassment by professors or other instructors	F	90	6	4	1.34
	M	98	0	2	1.10
21 Encountering sexual harassment on job	F	92	3	5	1.28
	M	98	0	2	1.10
22 Encountering other forms of discrimination (pay, working conditions, etc.) at my job	F	89	4	7	1.40
	M	92	3	5	1.27
23 Lack of opportunity to take courses in Afro-American or Latino studies	F	95	2	3	1.18
	M	87	8	5	1.34
24 Lack of opportunity to take courses in women's studies	F	92	4	4	1.27
	M	90	7	3	1.26
25 Lack of significant persons of my sex or race on campus who serve as success models for me	F	83	5	12	1.58
	M	94	3	3	1.26
26 Having advisors of another race	F	91	4	5	1.30
	M	90	7	3	1.29
27 Having advisors of the opposite sex	F	92	3	5	1.29
	M	92	5	3	1.24

*Significant at the .05 level

Women. The 191 women in the general cross-section were selected for the first look at the problems faced by women students. Their responses were compared with the 62 men in the general cross-section. Table 4 shows the responses of male and female students in each category as well as the means for each problem. There were only two problems that differed significantly in seriousness for men and women students. "Being adequately prepared in basic mathematical skills" (item 8) was a more serious problem for women than for men. Seventeen percent of the women weighted this as "very much" a problem compared with six percent of the men. On the other hand, "having reading skills adequate for course requirements" (item 6) was a significantly more serious problem for men. Twenty-three percent of the men placed this problem in the highest category compared with only 10 percent of women.

It is interesting that the two problems indicated as being of most concern to this sample of women were "obtaining good advice about courses/programs" (item 12) and "obtaining adequate financial aid" (item 2). More than one-fourth of the women indicated that these were significant problems for them. These are the two problems that seem to trouble most students regardless of sex or race. Other problems of some concern to women as evidenced by the percent of responses in the two highest categories were, in order: "feeling uncomfortable to ask my professors for help" (item 15); "finding a job" (item 3); "feeling accepted by my

advisor" (item 14) and "receiving encouragement from advisor to pursue a non-traditional career of my choice" (item 13). It may be noted that the women students report a number of the same problems that were characteristic of the minority students. Like the minorities, women also encounter problems finding a job, obtaining financial aid, getting good advice about courses, and going to professors for needed help.

Table 5. Distribution of weightings on extent to which GENERAL CROSS-SECTION students' problems are attributed to their sex (percentages).

Problem	Sex	Slightly or Not at All	Moderately	Very Much
2 Obtaining adequate financial aid	F	91	5	4
	M	94	6	0
3 Finding a job	F	92	3	5
	M	97	2	1
5 Maintaining a satisfactory GPA	F	95	3	2
	M	97	2	1
8 Being adequately prepared in basic mathematical skills	F	90	4	6
	M	97	2	1
9 Feeling isolated from other students in the dorm or other University housing	F	94	3	3
	M	100	0	0
10 Finding satisfactory social/ recreational outlets	F	92	3	5
	M	100	0	0
12 Obtaining good advice about courses/programs	F	89	5	6
	M	92	3	5
13 Receiving encouragement from advisor to pursue a non-traditional career of my choice	F	90	5	5
	M	95	3	2
14 Feeling accepted by my advisor	F	91	3	6
	M	95	3	2
15 Feeling uncomfortable to ask my professor for help	F	90	4	6
	M	94	6	0
17 Feeling out of place in classes because of professor's attitude	F	87	5	8
	M	90	5	5
25 Lack of significant persons of my sex on campus who serve as success models for me	F	86	3	11
	M	96	2	2

The students in the cross-section were then asked to indicate the extent to which they believed the problems were due to their sex. The 12 problems indicated as most troublesome to the women students were selected for analysis. These problems were those with the highest percent of responses in the top two categories. Table 5 cross tabulates the responses of the women and men students by the extent to which they attribute the problem to their sex.

There were no significant differences between males and females in the extent to which they relate these problems to their sex. An examination of the responses of the women reveals that relatively few women perceive their problems as sex discrimination. On only three problems did the responses in the top two categories exceed 10 percent, which means that 90 percent or more of the women in this sample view their problems as having little or nothing to do with their sex. Predictably, problem 25 ("lack of significant persons of my sex on campus who serve as success models for me") was the problem attributed to sex by the highest percentage of women (14%). Eleven percent reported that "obtaining good advice about courses/programs" (item 12) was moderately to very much due to sex. "Feeling out of place in classes because of professor's attitude" (item 17) and "feeling uncomfortable to ask my professor for help" (item 15) were reported as at least moderately due to sex by 13 and 10 percent of the women respectively.

One in ten of the women in this sample also believed that "being adequately prepared in basic mathematical skills" (item 8) was related at least moderately to their sex. One student commented that her poor preparation in math was a result of the discrimination against females in mathematics that exists all through elementary and secondary schools.

Minority women. In order to determine if there are problems peculiar to minority women, an analysis was made of their responses to the 27 problems. The responses of the minority women from all three groups (blacks, Hispanics, and the general cross-section) were combined and were compared with the responses of the nonminority women in the cross-section. An examination of the data in Table 6 reveals that there were significant differences between minority and nonminority women in a number of the problems. The problems that were weighted more seriously by minority than nonminority women were: "being admitted to the University" (item 1; "maintaining a satisfactory GPA" (item 5); "having reading, writing, and mathematical skills adequate for course requirements" (items 6,7,8); "feeling isolated from other students in the dorm or other University housing" (item 9); "finding satisfactory social/recreational outlets" (item 10); "feeling uncomfortable to ask professors for help" (item 15); "feeling out of place in classes because of professor's attitude" (item 17); "perceiving hostile attitudes from other students in class or in other campus activities" (item 18); "feeling excluded from University sponsored activities" (item 19); "lack of opportunity to take courses in women's studies" (item 24); "lack of significant persons of my sex or race on campus who serve as success models for me (item 25); and "having advisors of another race" (item 26). Of these problems, the most marked differences between the minority and nonminority women were on problems 5,10,15,17,18,25 and 26, most of which (with the exception of problem 5) were in the area of inter-personal relationships with faculty and other students.

Some problems were weighted as serious ones by relatively high percentages of both the minority and the nonminority women. The problems "obtaining adequate financial aid" (item 2) and "obtaining good advice about courses/programs" (item 12) were weighted in the highest category of seriousness by more than 25 percent of the women in each group. "Receiving encouragement from advisor to pursue a nontraditional career" (item 13), and "feeling accepted by my advisor" (item 14) were weighted in the highest category of seriousness by approximately 20 percent of the minority women and 13 percent of the nonminority.

Table 6. Responses of minority (M) and nonminority (N-M) women to the problems (percentages). [M n=85, N-M n=177]

	Problem	M and N-M	Slightly or Not at All	Somewhat	Very Much	Mean
* 1	Being admitted to the University	M	86	13	1	1.15
		N-M	93	5	2	1.09
2	Obtaining adequate financial aid	M	52	21	27	1.75
		N-M	61	12	27	1.66
3	Finding a job	M	66	15	19	1.53
		N-M	70	15	15	1.45
4	Satisfactory housing arrangements	M	81	7	12	1.31
		N-M	85	7	8	1.23
* 5	Maintaining a satisfactory GPA	M	53	25	22	1.69
		N-M	80	14	6	1.26
* 6	Having reading skills adequate for course requirements	M	78	13	9	1.32
		N-M	91	5	4	1.13
* 7	Having writing skills adequate for course requirements	M	67	20	13	1.46
		N-M	86	9	5	1.19
* 8	Being adequately prepared in basic mathematical skills	M	58	19	23	1.69
		N-M	74	10	16	1.42
* 9	Feeling isolated from other students in dorm or other University housing	M	64	14	22	1.59
		N-M	85	6	9	1.25
*10	Finding satisfactory social/ recreational outlets	M	62	14	24	1.61
		N-M	84	8	8	1.24
11	Being accepted into Upper Division major area of my choice	M	79	11	10	1.32
		N-M	89	6	5	1.15
12	Obtaining good advice about courses/programs	M	49	22	28	1.79
		N-M	55	19	26	1.71
13	Receiving encouragement from advisor to pursue a non-traditional career of my choice	M	66	11	23	1.58
		N-M	75	12	13	1.38
14	Feeling accepted by my advisor	M	66	14	20	1.54
		N-M	76	10	14	1.38
*15	Feeling uncomfortable to ask my professor for help	M	52	26	22	1.71
		N-M	70	20	10	1.41

Table 6 continued.

		M and N-M	Slightly or Not at All	Somewhat	Very Much	Mean
16	Having no access to tutors or other sources of help for academic problems	M	81	9	9	1.28
		N-M	89	6	5	1.16
*17	Feeling out of place in classes because of professor's attitude	N	62	15	22	1.60
		N-M	80	11	9	1.29
*18	Perceiving hostile attitudes from other students in class or in other campus activities	M	61	18	21	1.60
		N-M	88	7	5	1.17
*19	Feeling excluded from University sponsored activities	M	67	15	18	1.51
		N-M	88	5	7	1.20
20	Encountering sexual harassment by professors or other instructors	M	92	7	1	1.09
		N-M	92	4	4	1.12
21	Encountering sexual harassment on job	M	92	5	3	1.12
		N-M	93	2	5	1.12
22	Encountering other forms of discrimination (pay, working conditions, etc) at my job	M	85	8	7	1.22
		N-M	90	3	7	1.17
23	Lack of opportunity to take courses in Afro-American or Latino studies	M	89	5	6	1.16
		N-M	95	2	3	1.07
*24	Lack of opportunity to take courses in women's studies	M	87	2	11	1.24
		N-M	93	4	3	1.11
*25	Lack of significant persons of my sex or race on campus who serve as success models for me	M	60	11	29	1.69
		N-M	86	4	10	1.24
*26	Having advisors of another race	M	66	12	22	1.56
		N-M	92	3	5	1.12
27	Having advisors of the opposite sex	M	84	9	7	1.24
		N-M	91	3	6	1.14

*Significant at the .05 level.

Table 7. Distribution of weightings on extent to which minority (M) and non-minority (N-M) women's problems are attributed to SEXISM and RACISM (percentages). [M N=85, N-M N=177]

PROBLEM	M and N-M	SEX			RACE		
		Slightly or Not at All	Moderately	Very Much	Slightly or Not at All	Moderately	Very Much
1. Being admitted to the University	M	97	2	1	82	12	6
	N-M	99	0.5	0.5	100	0	0
2. Obtaining adequate financial aid	M	92	7	1	82	9	9
	N-M	91	5	4	91	3	6
5. Maintaining a satisfactory GPA	M	93	5	1	80	11	9
	N-M	96	2	2	99	1	0
* 6. Having reading skills adequate for course requirements	M	87	11	2	81	11	8
	N-M	98	[illegible]	1	100	0	0
7. Having writing skills adequate for course requirements	M	92	8	0	80	9	11
	N-M	97	2	1	100	0	0
8. Being adequately prepared in basic mathematical skills	M	88	7	5	81	11	8
	N-M	90	4	6	100	0	0
* 9. Feeling isolated from other students in dorm or other University housing	M	88	10	2	67	14	19
	N-M	95	2	3	99	0	1
10. Finding satisfactory social/ recreational outlets	M	91	6	3	74	11	15
	N-M	93	2	5	100	0	0
12. Obtaining good advice about courses/programs	M	86	11	3	74	8	18
	N-M	90	4	6	98	1	1
13. Receiving encouragement from advisor to pursue a non-traditional career of my choice	M	86	3	11	80	3	17
	N-M	90	5	5	98	1	1
14. Feeling accepted by my advisor	M	89	4	7	74	12	14
	N-M	91	3	6	98	1	1
15. Feeling uncomfortable to ask my professor for help	M	87	6	7	68	19	13
	N-M	91	4	5	99	1	0
17. Feeling out of place in classes because of professor's attitude	M	84	9	7	65	10	25
	N-M	89	4	7	98	1	1
*18. Perceiving hostile attitudes from other students in class or in other campus activities	M	84	9	7	60	13	27
	N-M	93	2	5	97	1	2
*19. Feeling excluded from University sponsored activities	M	84	10	6	75	8	17
	N-M	94	4	2	99	1	0
24. Lack of opportunity to take courses in women's studies	M	92	4	4	92	3	5
	N-M	97	2	1	99	1	0
*25. Lack of significant [illegible]rsons of my sex or race on campus to serve as success models for [illegible]	M	74	8	18	66	8	26
	N-M	88	2	10	99	0	1
26. Having advisors of another race	M	86	7	7	71	9	20
	N-M	98	1	1	97	1	2

*Significant at the .05 level.

The next question asked whether these women attributed the problems they had encountered to their sex. Only the 18 most serious of the previously identified problems were included in this analysis. Table 7 shows clearly that this sample of women believes that sex has little or nothing to do with their problems. On only two problems did more than 10 percent of minority women indicate that the problems were "very much" due to their sex. Predictably, problem 25 ("lack of significant persons of my sex on campus who serve as success models") was most directly attributed to sex by both groups, although to a significantly greater extent by the minority women. Problem 13 ("receiving encouragement to pursue a non-traditional career") was reported to be "very much" related to their sex by 11 percent of minority women and 5 percent of nonminority women. On problems six ("having reading skills adequate for course requirements"), nine ("feeling isolated from other students in University housing"), eighteen ("perceiving hostile attitudes from other students in class or in other campus activities") and nineteen ("feeling excluded from University-sponsored activities") significantly higher percentages of the minority women also indicated that their sex was moderately to very much a factor. However, even on these problems not more than 16 percent of this sample of minority women responded in the two highest categories. One other problem, "feeling out of place in classes because of professor's attitude" (item 17) was also indicated as being at least moderately due to sex by 16 percent of the minorities. The corresponding proportion for the nonminority women was 11 percent.

Did these women attribute their problems to racial discrimination? Table 7 also shows the weightings of the extent to which the problems were perceived as being related to race. Obvious significant differences were observed between the two groups on this question. On every problem except one, significantly higher percentages of minority students indicated that their problems were due to their race. The one exception was on problem 2. It is interesting that 9 percent of the nonminority women say that "obtaining adequate financial aid" is moderately or very much a problem because of their race. Evidently these women perceive this problem as an example of reverse discrimination. No other problem was attributed even moderately to race by more than three percent of the nonminority women.

The problems most directly associated with racial discrimination by the minority women were in order: "perceiving hostile attitudes from other students" (item 18); "feeling out of place in class because of professor's attitude" (item 17); "lack of significant persons of my race on campus" (item 25); "feeling isolated from other students in the dorm or other University housing" (item 9), and "feeling uncomfortable to ask my professor for help" (item 15). All of these problems were viewed as moderately or very much race-related by more than 30 percent of the minority women.

Advocacy. The last part of the survey sought to ascertain the extent to which students know about the advocacy offices on campus and the extent to which they use these offices. Table 8 indicates that predictably the highest percentage within the two minority groups has knowledge of its own advocacy office. Much smaller percentages within these groups know about the other offices. About 60 percent of the cross-section is familiar with the offices for Afro-American Affairs and Women's Affairs. It appears that the Affirmative Action office is the least familiar to all the students.

Table 8. Knowledge of campus student affairs offices cross-tabulated by student groups (percentages)

Do you know about the following offices on campus?	Blacks N=100	Hispanics N=42	General Cross-Section N=253	Total N=395
Afro-American Affairs				
Yes	83	81	59	68
No	17	19	41	32
Latino Affairs				
Yes	48	93	47	52
No	52	7	53	48
Women's Affairs				
Yes	45	52	62	56
No	55	48	38	44
Affirmative Action				
Yes	42	31	38	38
No	58	69	62	62

Table 9. Extent of use of campus student affairs offices cross-tabulated by student groups (percentages).

How many times have you visited the following offices?	NUMBER OF VISITS 0	1-2	3-4	5-6	7-8
Afro-American Affairs					
Blacks	51	30	6	4	9
Hispanics	79	14	2	0	5
Cross-Section	91	6	2	0.3	0.7
TOTAL	80	13	3	1	3
Latino Affairs					
Blacks	97	1	1	1	0
Hispanics	43	29	5	2	21
Cross-Section	97	5	1	0.4	0.4
TOTAL	91	5	1	0.3	3
Women's Affairs					
Blacks	92	6	0	0	2
Hispanics	91	9	0	0	0
Cross-Section	88	5	2	2	3
TOTAL	90	6	1	1	2
Affirmative Action					
Blacks	97	3	0	0	0
Hispanics	98	2	0	0	0
Cross-Section	97	2	0.4	0	0.4
TOTAL	90	6	1	1	2

Fifty-eight percent of the blacks, 69 percent of the Hispanics, and 62 percent of the cross-section reported that they did not know about the campus Affirmative Action office.

Table 9 indicates that only small percentages of students have ever visited any of the advocacy offices. Fifty-one percent of the blacks had never visited the Afro-American Affairs office and 30 percent had visited only one or two times. Of course, only a small number had ever visited any of the other offices. Fifty-seven percent of the Hispanics had visited the Latino Affairs office with the highest percentage visiting one or two times. The Affirmative Action office had been visited by the least number of students. Ninety-seven percent of the blacks, 98 percent of the Hispanics, and 97 percent of the cross-section said they had never visited the office.

The next question asked students whether they had ever filed a complaint with the campus Affirmative Action office about any instances of discrimination. None of the students in the two minority groups had filed a complaint and only four students (two percent) in the general cross-section reported that they had. Asked if they had ever considered filing a grievance with the Affirmative Action office, 17 percent of the blacks, 10 percent of the Hispanics and 4 percent of the cross-section reported that they had considered it. The students were asked to list problems about which they had considered filing a grievance. Some of these were "the playing of black music in the cafeteria"; "the prejudice involved in selecting pom-poms, cheerleaders and R.A. positions"; "the sexist remarks and put-downs of women's contributions in various fields and world history"; "a prejudiced sociology professor"; "the racist attitudes of many professors"; "not being able to get financial aid"; "a problem with a grade"; "the harassment of AEπ," a predominantly Jewish fraternity by other fraternities; "religious harassment and obnoxious comments"; "the way blacks are treated in Theatre & Drama"; "classes only open to minority groups"; "paternalistic attitudes of male teachers", and "the lack of women teachers in upper-level courses."

When asked why they had not gone ahead with a grievance procedure, a typical response was: "I didn't realize there was such an office on campus" or "I didn't know how to do it." A number of students said, "I didn't think it would do any good" and others said "I didn't want to start any trouble." Several students said, "I didn't think the problem was serious enough," and one student said, "I felt the University wouldn't feel the problem was of a serious nature." The data in Table 10 show that the majority of the students surveyed were not familiar with procedures for filing a grievance. Only 16 percent of the blacks and 12 percent of the Hispanics have knowledge of these procedures.

The problems encountered by this sample of 395 students have evidently not been serious enough to cause many of them to consider leaving the University. Only two percent of the blacks, seven percent of the Hispanics, and eight percent of the cross-section reported that they had ever thought of leaving school because of any problems.

The last question asked the students to report on any instance of discrimination that they had experienced at Indiana University. The following are representative student comments:

Table 10. Extent of knowledge and use of grievance procedure (percentages).

	Yes	No
Have you ever filed a complaint with the campus Affirmative Action office?		
Blacks	0	100
Hispanics	0	100
Cross-Section	2	98
TOTAL	1	99
Have you ever considered filing a complaint?		
Blacks	17	83
Hispanics	10	90
Cross-Section	4	96
TOTAL	8	92
Are you familiar with the procedure for filing a complaint?		
Blacks	16	84
Hispanics	12	88
Cross-Section	8	92
TOTAL	11	89
Have you ever considered leaving the University because of any problems?		
Blacks	2	98
Hispanics	7	93
Cross-Section	8	92
TOTAL	4	96

Advising

"My academic counselor tells me different information from what the Afro-American Studies department counselors tell me. There is more support from Groups Program and Afro-American Studies."

"Being in the College of Arts and Sciences poses very snide problems for me, such as proper and adequate counseling. I have a hard time staying abreast of the opportunities that are offered students. Also, I have experienced very prejudiced professors and A.I.'s."

Financial Aid

"The discrimination I have experienced is monetary and job-oriented. As a non work-study student who is not receiving financial aid, I have found it very difficult to find work and I know others with the same problem."

"I have felt, during my four years as a student, that financial aid is limited to blacks and other minorities. I worked my way through school without any. I have compared my father's financial status with other minority students occasionally and found it comparable or worse. I feel discriminated against because minorities are favored with aid when I made better grades in high school and have been more serious about my college career."

"It seems that many scholarships require minority status and since I am white, scholarship services feel I have no financial problems."

"I can't get a work study job because my parents make too much money and these are almost the only convenient jobs available."

Faculty and Classes

"There are hardly any black faculty here; therefore many black problems here aren't even considered because there's not enough 'high-status' people to influence the University's discrimination. The IDS is also very racist. It's funny how all the mistakes they make seem to be related to minorities. I don't feel that this is necessarily due to human error."

"Most of the instructors on this campus, especially the A.I.'s in the sociology and business departments have racist attitudes towards minorities and other ethnic groups, like the Irish."

"I took an introductory general music education course and the general topic discussed was black culture, not education."

"In the theatre department roles are still stereotyped in casting. They don't let any blacks be in any roles unless it's a nanny role. You get discouraged and feel like leaving."

"Some black students in classes with white profs. don't receive the extra help and encouragement when they need it."

"My professors will talk and explain assignments to white students and make sure they understand. They tell me what to do and are vague about doing it."

"In a friendly conversation with a prof., I was told 'It is to my finding that blacks in general don't deal well with numbers'."

"Being the only black student in a foreign language, the teacher makes me feel dumb when I ask a question."

"At the bookstall in the Fine Arts Building, the lady kept an eye on me as if I were going to steal something and I wasn't allowed to see the book and the white students were."

Dormitories

"When I first moved into the dorm at Foster, several suggestions were made to me about moving out of my own room because my white roommate wanted her white friend to room with her and not me because I was black."

"I think the student government in the dorms is really racist. They don't want to allot 'Black Student Unions' their own money from activity fees to run their organizations, but they'll have Christmas parties with $500.00 worth of glasses for one night."

"The race relations in the dorms need to be better, but there's apathy on everyone's part."

"The ladies who work at the Teter center desk are very hostile towards blacks."

Sex Discrimination

"I don't think race or sex should be asked on any University applications. Also, there is only one female psychology professor whom I know of."

"Just the lack of women teachers and administrators is itself a form of discrimination against all women students. The men are all too often sexist, racist, and classist."

"Harassment walking the campus at night and harassment in the HPER building."

"I felt as if one of my women professors was oppressing me because of her lesbianism."

"A friend of mine was not given a grade in a class in which the A.I. had frequently been suggestive and had asked her out and she had refused."

"Women are just not encouraged in Math and Science. But it begins in the years prior to I.U. I consider it to be fighting a losing battle."

Other Instances of Discrimination

"Being called 'nigger' by students in passing cars while walking with friends or waiting for the bus."

"As an African, I find that discrimination is not only by the whites to the blacks, but have realized that black Americans discriminate against Africans in a lot of ways."

"As an American Indian, I would appreciate knowing how many other Indians are on campus. While the blacks have BSU and Latinos have their organizations, I think it would be nice to know if there are other Indians, no matter how few."

"A friend of mine wants to go to I.U.'s Optometry School but he found out that they only accept one foreign student per year! What happens when two highly qualified foreign students apply in one year? Why can't they just base it on qualifications?"

"Concerning I.U. activities, it seems to me that no one is welcome unless they're Greek."

"I feel excluded because married students are not encouraged and sometimes not allowed to participate in activities."

Discussion

The above analysis of the problems encountered by 395 undergraduate students indicates that the two most significant problems for most students involve advising and financial aid. These two problems showed up consistently in all analyses regardless of race or sex. Students evidently feel that they either receive conflicting information about courses and programs from different sources on campus or the information they receive is inaccurate. They are advised to take courses that they don't really need or that turn out to be inappropriate. Obtaining enough money to meet college expenses is reported as a serious problem by many students - men, women, minorities and nonminorities.

The minority students report that they are faced with a greater number of more serious problems than the nonminority students. The interaction of various nonacademic problems with academic demands may place greater stress on the minority students. Many of the nonacademic problems such as the hostility from other students, the feeling(s) of being out of place in classes and in other campus activities, the feelings of isolation in the dorm, etc., are perceived by many of the minority students as racism. Minority students are also bothered by the absence of members of their race in teaching, administration, advising, or in other significant positions at the University. Many minorities feel uncomfortable about asking professors for needed help.

Women students have some unique problems. Many women find that their preparation in mathematics has not been adequate to meet the demands of college work and they have encountered a lack of encouragement from advisors to pursue non-traditional careers in which they have an interest. Women would like to see more female professors, administrators and other success models for them on the campus. Contrary to published surveys at other universities, however, there was no indication of sexual harassment either in the classroom or on the job at Indiana University.

Minority women face many other more serious problems, but they are problems not unique to women. They are the same academic and nonacademic problems indicated by the total group of minority students. Hence they are problems more likely to be viewed as racial discrimination than sex discrimination.

Based on this limited survey, certain recommendations can be made:

1) Indiana University should seriously examine the quality of its undergraduate advising. More coordinated and comprehensive academic advising and counseling programs are needed.

2) Innovative effort in providing financial aid for all needy students (minority and nonminority) is recommended. More opportunities for student employment is one approach that should be explored.

3) Continued support and coordination of the campus Basic Skills program and other remediation activities for students who have academic deficiencies are recommended.

4) More faculty-undergraduate student interaction is recommended. Information needs to be communicated to students that professors are available to them during regular office hours.

5) Greater effort should be directed toward improving the quality of life especially for minority students in the residence halls.

6) More publicity is needed to increase students' awareness of the University advocacy offices and other University services and resources.

Conclusions

The data presented in this study appear to lead to the following conclusions:

1) Relative few minority or women students at Indiana University report serious problems.

2) Academic advising is the most pervasive problem encountered by undergraduate students at Indiana University.

3) Obtaining adequate financial aid is the next most serious problem for undergraduates.

4) Academic problems such as inadequate preparation in the basic skills and maintaining a satisfactory GPA are significantly more troublesome for minority students than nonminority students.

5) The minority students also experience more serious non-academic problems, such as the perceived hostile attitudes from other students, finding satisfactory social outlets and the lack of success models of their race on campus.

6) The minority students are more likely to attribute non-academic than academic problems to racial discrimination. However, relatively small numbers of minority students perceive any problems as race-related.

7) Inadequate preparation in basic mathematical skills was a more significant problem for all women students.

8) Minority women feel that their problems are significantly more serious than nonminority women, and these are more likely to be related to racism than sexism.

9) A small percentage of nonminority women perceive the problem of obtaining adequate financial aid as an example of reverse discrimination.

10) Sexual harassment is not a problem for undergraduate women students at Indiana University.

11) Indiana University students have not made use of the Advocacy offices on campus to any extent.

12) Few undergraduates regard their problems as serious enough to cause them to leave the University.